



Discover a World of Opportunity™

STEP UP TO WRITING

SPECIALLY DESIGNED INSTRUCTION TOOL



DENVER PUBLIC SCHOOLS
DIVISION OF STUDENT SERVICES

Whatever it takes, our kids are worth it.





CONTENT LANGUAGE OBJECTIVE

Participants will be able to **orally explain** what SUTW is, the profile of a student who would benefit from the SUTW program, and how to use the SUTW program, **using academic vocabulary** after

- Review of the program
- Watching SUTW Videos
- Practicing the SUTW tasks

Power Point is available
<http://sdiwriting.wikispaces.com/>

Entire Program Available on
School Net through Teacher Portal

WHAT IS STEP UP TO WRITING



Introduction

Video Link

<http://store.cambiumlearning.com/resource.aspx?page=Video&site=sw&parentId=019005278>



WHAT IS STEP UP TO WRITING

- Writing composition program with some grammar lessons
- Direct, systematic, sequential , multi-sensory instruction
- Expository, Narrative, and Grammar Instruction
- Literacy processors addressed: Language processing, working memory and executive functioning
- Tier 2-4 level of intervention



WHAT STEP UP TO WRITING IS AND IS NOT...

IS

Written composition
intervention

Supplement to the core
curriculum

Primary focus on
organization and
scaffolding writing
instruction

Focus on high level
writing skills

IS NOT

Handwriting or spelling
intervention

Replacement to the
core curriculum

No instruction on low
level writing skills
except for grammar



Reading
Comprehension

Vocabulary

Sentence
Grammar

Expository
Writing

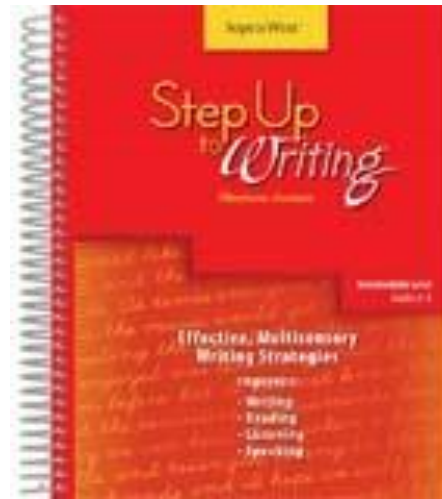
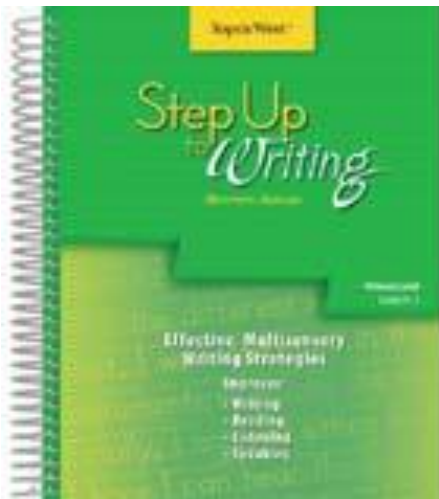
Narrative
Writing

Personal
Narrative

Speeches

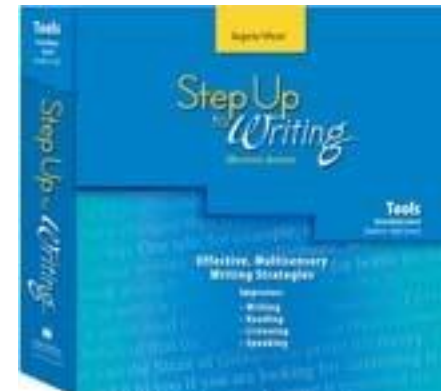
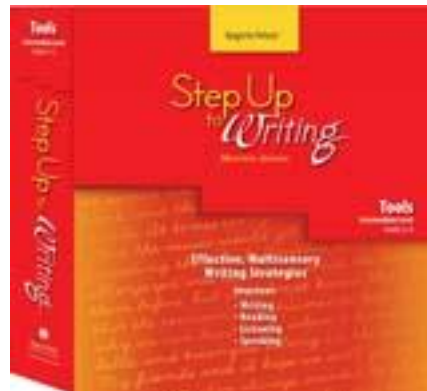
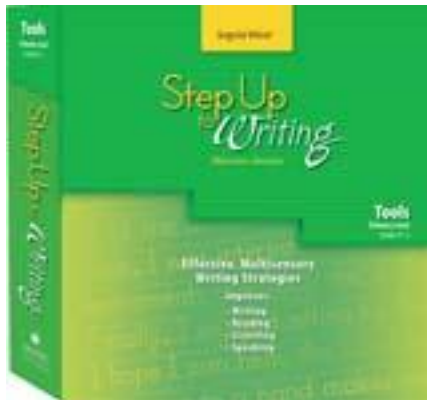
Content

MATERIAL TOUR



Teacher Manuals

MATERIAL TOUR



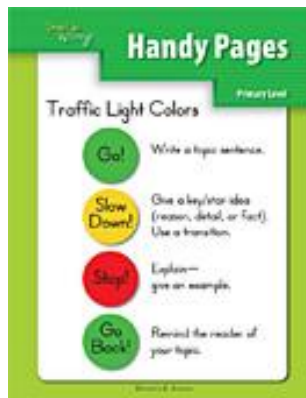
Tools

MATERIAL TOUR



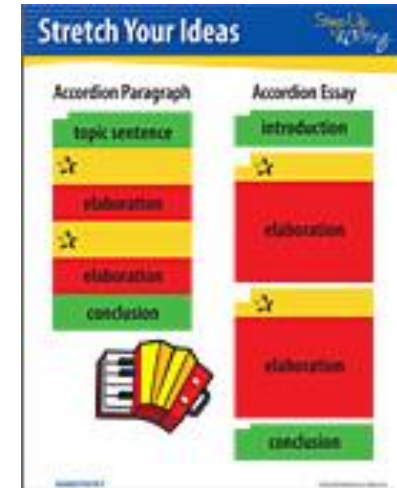
CD

MATERIAL TOUR



Handy Pages

MATERIAL TOUR



Posters

SCHOOL NET

Welcome, ROBERT! | [Sign Out](#) | [My Account](#)



School & District Data
Reports & Indicators

Classrooms
Rosters, Reports, Planners

Assess
Create & Monitor

Educator Development
Goals, Performance, PD

Dashboard



KPI
Dashboard

Benchmark
Tests

Report
Bank

DENVER PUBLIC SCHOOLS

DENVER PUBLIC SCHOOLS : [Regions: \(13\)](#)

Student Enrollment

Total Enrollment
currently enrolled students

83,211

[Details](#)


Hover mouse over
Classroom


SCHOOL NET





Click on Instructional Materials

SCHOOL NET

 School & District Data
Reports & Indicators

 Classrooms
Rosters, Reports, Planners

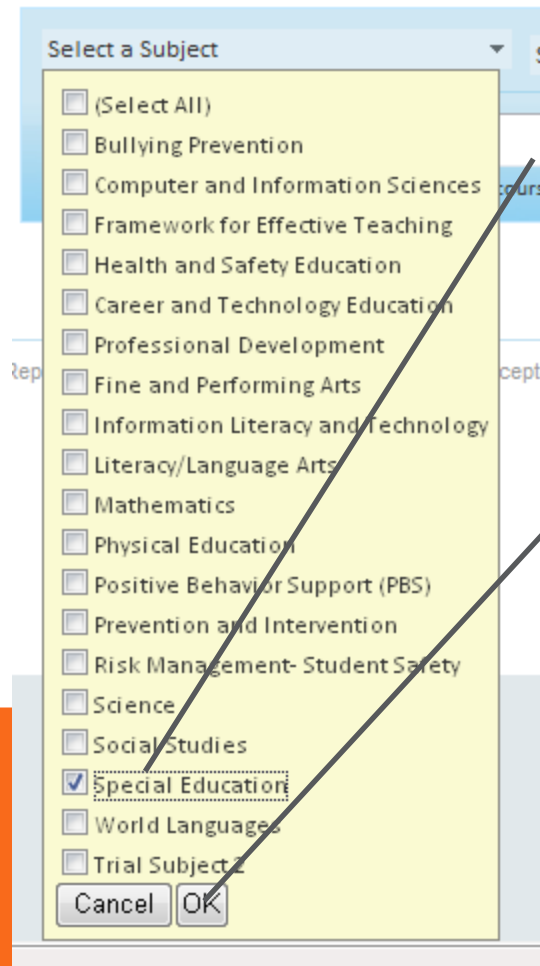
 Assess
Create & Monitor

 Educator Development
Goals, Performance, PD

 [Go to My Materials](#)Create Lesson Plan  GoSelect a Subject  Select a Grade  Search

Select a Subject

SCHOOL NET



The image shows a screenshot of a software window titled "Select a Subject". It contains a list of subjects, each with a checkbox. The "Special Education" checkbox is checked and highlighted with a dashed border. Two black arrows point from the text boxes on the right to the "Special Education" checkbox and the "OK" button. The list of subjects includes: (Select All), Bullying Prevention, Computer and Information Sciences, Framework for Effective Teaching, Health and Safety Education, Career and Technology Education, Professional Development, Fine and Performing Arts, Information Literacy and Technology, Literacy/Language Arts, Mathematics, Physical Education, Positive Behavior Support (PBS), Prevention and Intervention, Risk Management- Student Safety, Science, Social Studies, Special Education, World Languages, and Trial Subject 2. At the bottom are "Cancel" and "OK" buttons.

Select a Subject

- ☐ (Select All)
- ☐ Bullying Prevention
- ☐ Computer and Information Sciences
- ☐ Framework for Effective Teaching
- ☐ Health and Safety Education
- ☐ Career and Technology Education
- ☐ Professional Development
- ☐ Fine and Performing Arts
- ☐ Information Literacy and Technology
- ☐ Literacy/Language Arts
- ☐ Mathematics
- ☐ Physical Education
- ☐ Positive Behavior Support (PBS)
- ☐ Prevention and Intervention
- ☐ Risk Management- Student Safety
- ☐ Science
- ☐ Social Studies
- ☒ Special Education
- ☐ World Languages
- ☐ Trial Subject 2

Cancel OK

Select Special
Education

Click OK

SCHOOL NET

Instructional Materials

Search

 [Go to My Materials](#)

Special Education ▼

Select a Grade ▼

Find

Curriculum ▼

Type Keyword(s)

Search

Subject is now
Special Education

Don't do the
Keywords
Search

Change from material
to curriculum

SCHOOL NET

Type Keyword(s)

(Search for materials, standards, curriculum and courses)

Materials (9386) Standards (0) Curriculum (1)

Refine Your Search
Click to reset all filters

▼ Subject

☒ Special Education (1)
[+ More Subjects](#)

▼ Grade

View Courses (285889)

Results 1-1 of 1

TITLE	GRADE RANGE	SUBJECT	COURSE COUNT
Special Education	00-12	Special Education	137

Results 1-1 of 1

Select Special
Education

SCHOOL NET

- Peace4Kids Grade 5
- Peace4Kids Grade 6
- Peace4Kids Elementary Curriculum, First Book
- Peace4Kids Middle School Curriculum
- Peace4Kids Secondary Curriculum, First Book
- Peace4Kids Secondary Curriculum, Second Book
- Peace4Kids Secondary Curriculum, Third Book
- Peace4Kids Secondary Curriculum, Fourth Book
- Peace4Kids Secondary Curriculum, Fifth Book
- Reading Advantage Level Foundations
- Reading Advantage Level A
- Reading Advantage Level B
- Reading Advantage Level C
- Reading Advantage Level D
- Step Up to Writing (SUTW) Primary Level (Gd K-3)
- Step Up to Writing (SUTW) Intermediate Level (Gd 3-6)
- Step Up to Writing (SUTW) Secondary Level (Gd 6-12)
- Wilson Just Words Grades 4-12
- Wilson Reading Grades 2-12




Step Up to Writing

WHO IS STEP UP TO WRITING INTENDED FOR?



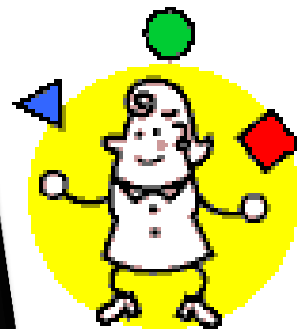
WHO IS STEP UP TO WRITING INTENDED FOR?

- Student's with language processing and executive functioning deficits that impact their written composition
 - Students with reading comprehension issues
 - Intended use for students with mild writing/reading concerns
 - Requires average verbal reasoning
 - Grades k-12 grade
- 

WRITING IS SO DIFFICULT

syntax
sense

able to produce
verbal response



WORKING MEMORY

background

word use
knowledge

life

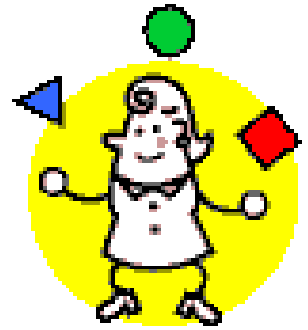
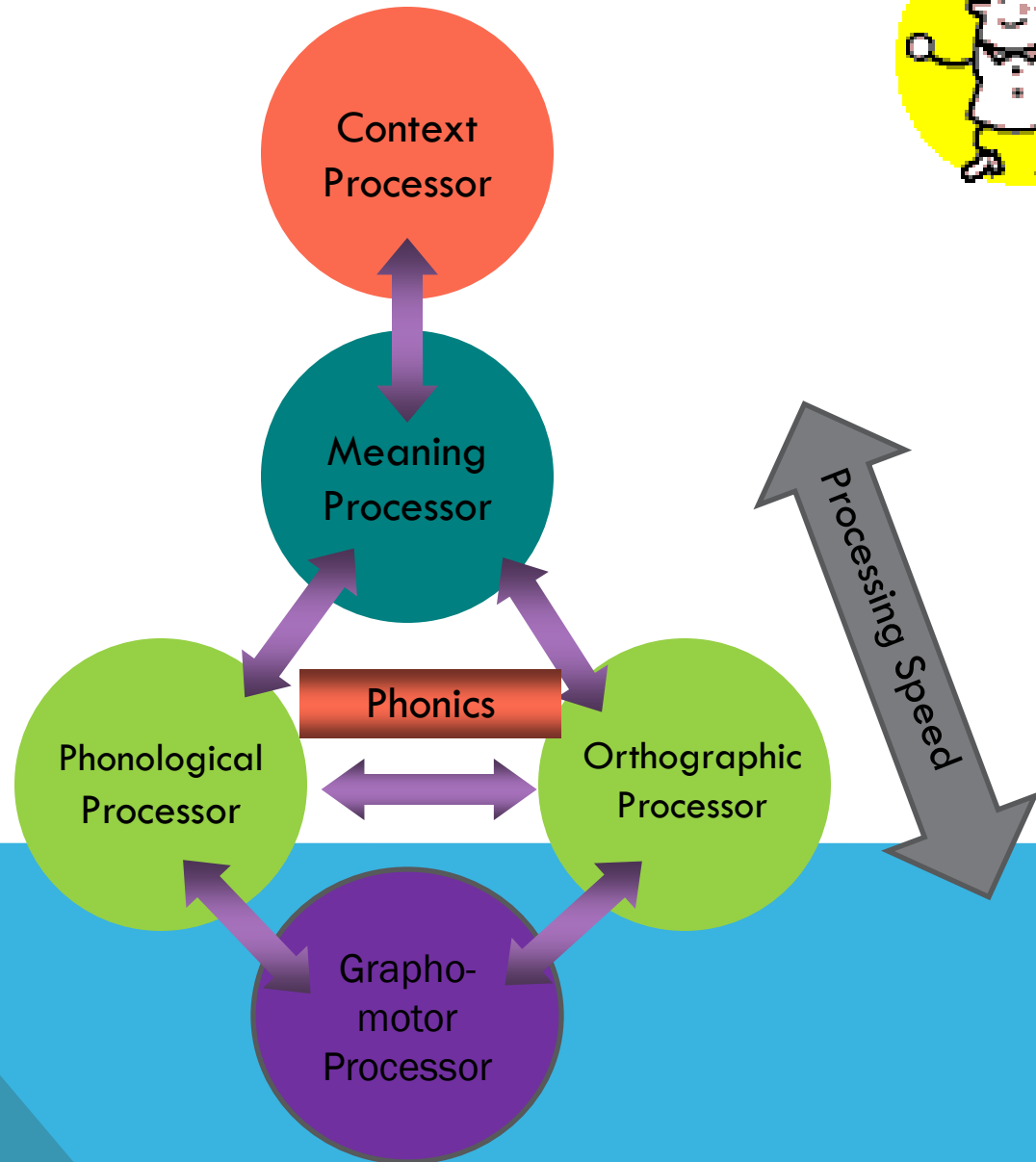
motor/sensory
skills

Strong exper

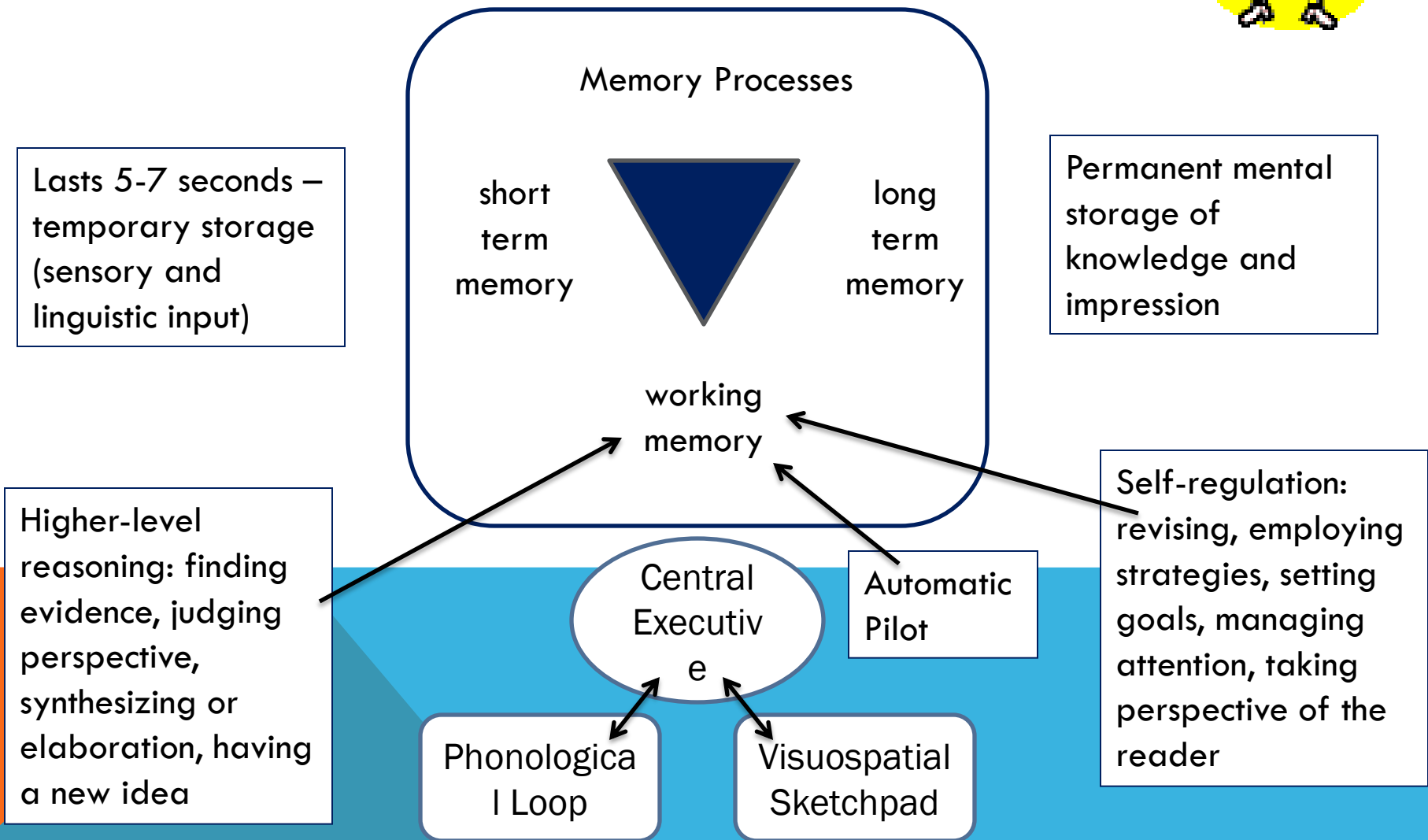
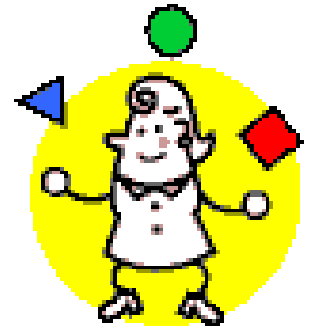
Strong receptive language skills

WHY WRITING IS SO DIFFICULT!

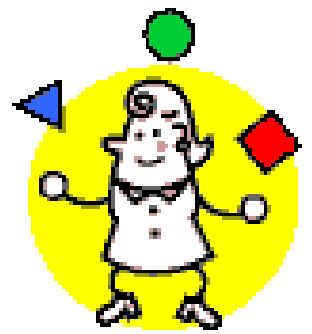
Writing Processing Model Part 1



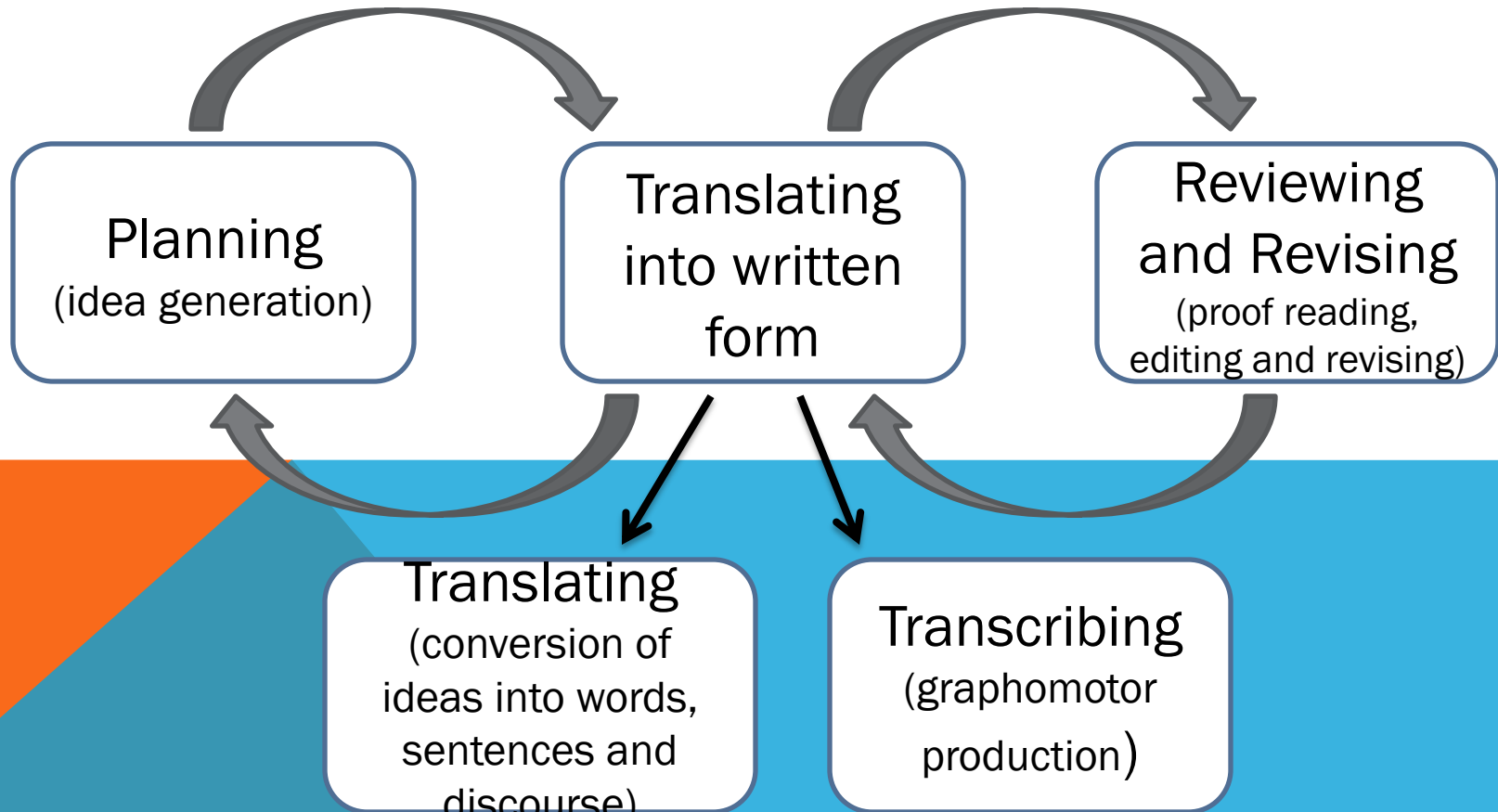
WHY WRITING IS SO DIFFICULT!



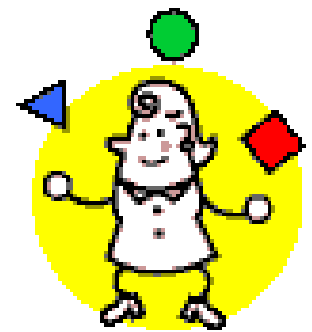
WHY WRITING IS SO DIFFICULT!



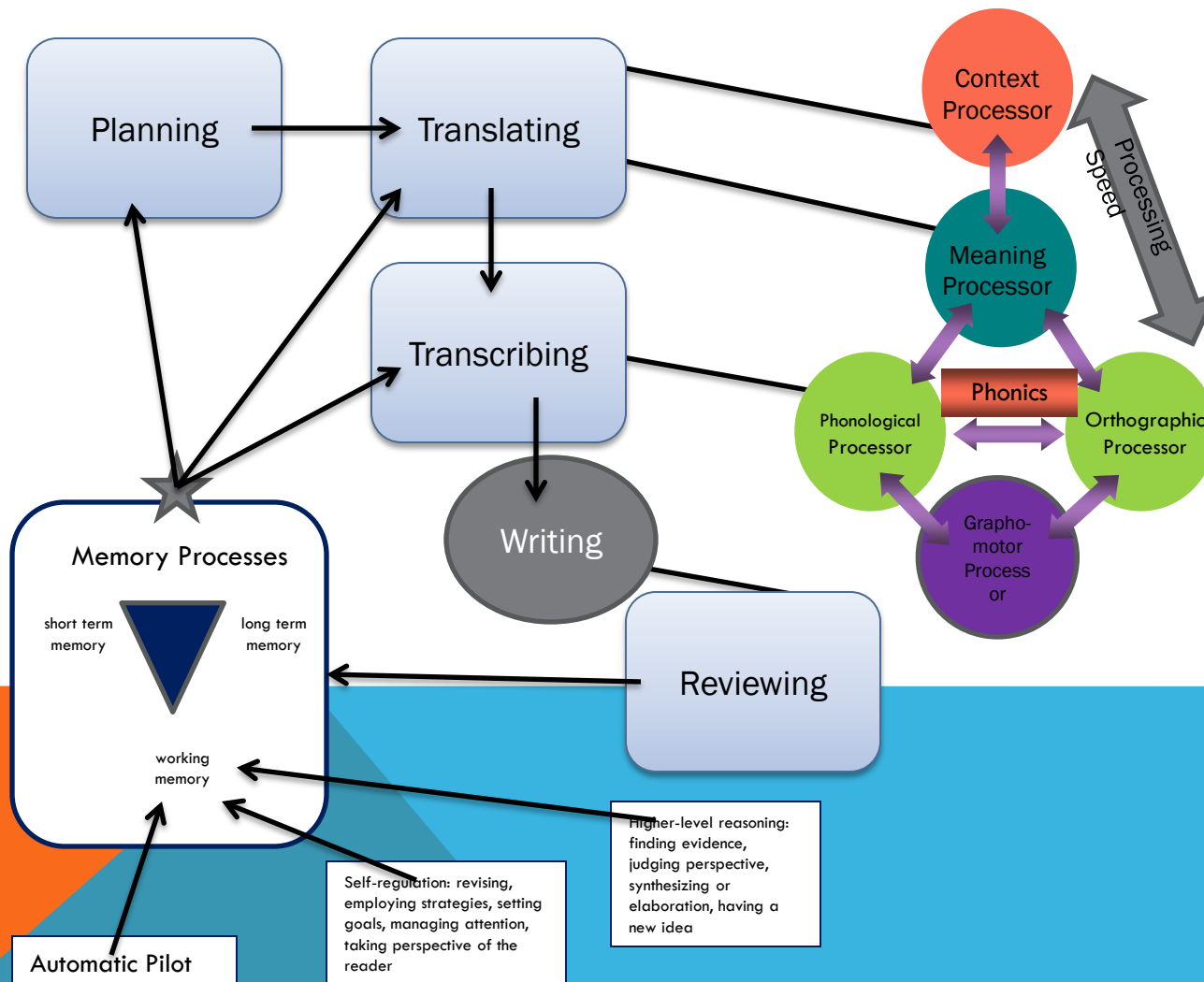
Hays and Flowers Recursive Mental Processes: The Writing Process



WHY WRITING IS SO DIFFICULT!



Writing Processing Model



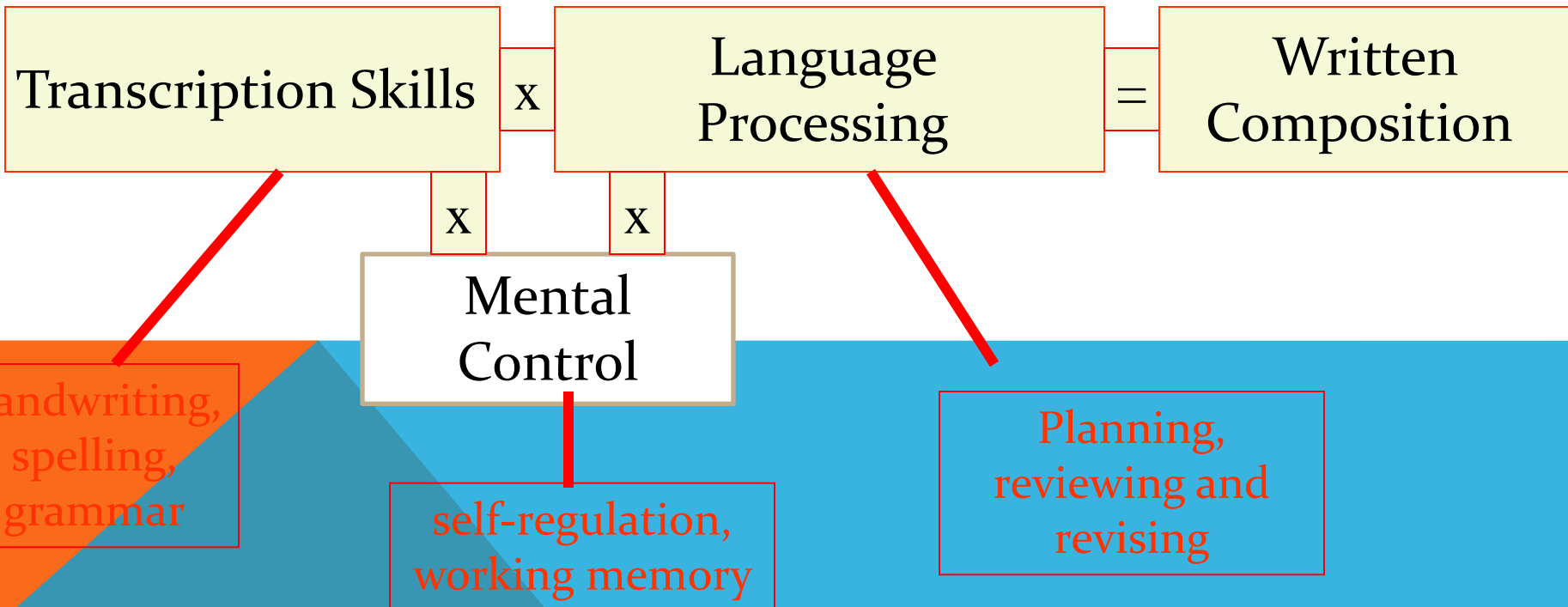
Model for Writing Instruction



SIMPLE VIEW OF WRITING

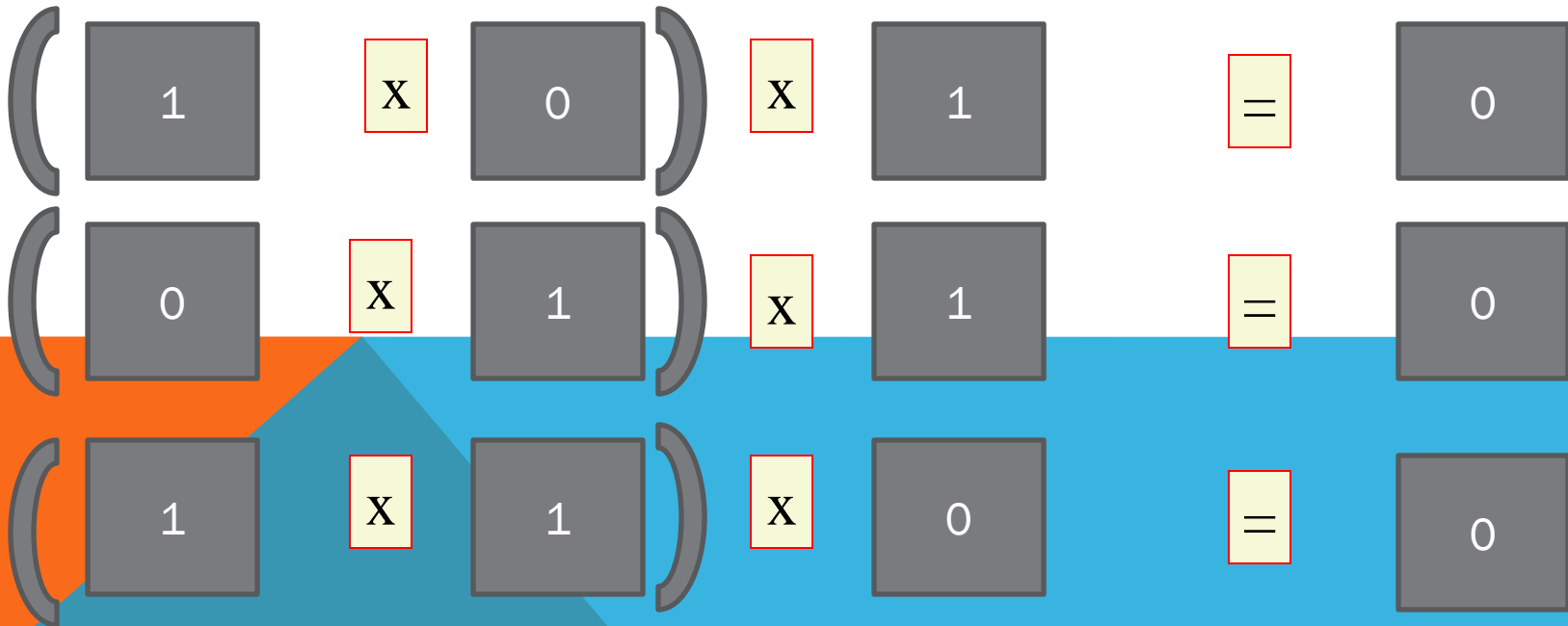
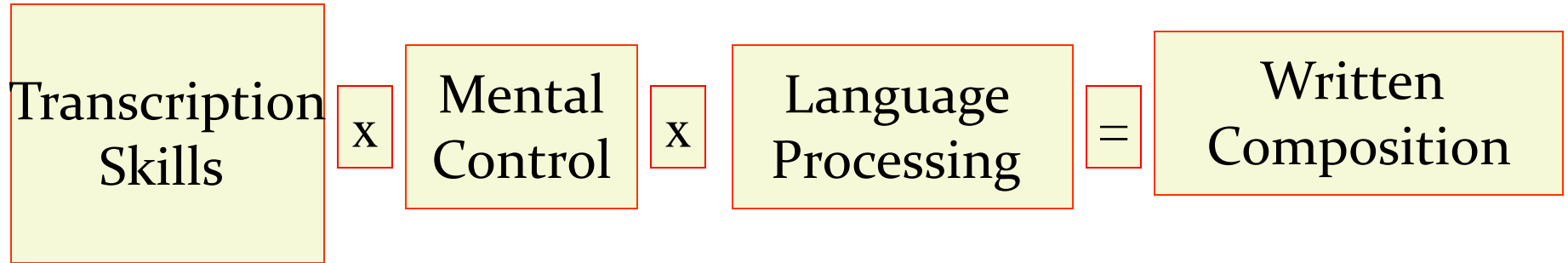
Writing is the product of low level transcription skills and high level language processing and mental control processes.

3 domains





MODEL FOR WRITING INSTRUCTION



ASSESSMENT FOR WRITING



Domain	Tools
Translating: Spelling (phonics)	WIST Core Phonics Spelling Inventory Spelling CBM Writing Samples
Translating: Expressive Syntax (Grammar)	Grammar Inventory Correct Writing Sequence CBM Writing Samples
Translating: Mechanics (rules of writing; capital, punctuation etc)	Writing Rubrics Writing Samples
Transcribing: Handwriting	HWT Screening Print TOOL Minnesota Handwriting Assessment Writing Samples
Language Processing	CELF TOWL/TEWL Writing Samples
Mental Control	Classroom Impact Questionnaire Informal memory inventory

2nd Grader: Writing
Benchmark is below level,
Executive Functioning is
strong

Writing

Handwriting

(Handwriting without Tears Screener)

Memory: 100%
Orientation: 95%
Placement: 90%
Sentence: 50%

Formation: not a concern
Size: not a concern
Neatness: not a concern
Speed: slight concern
Posture: not a concern
Pencil Grip: not a concern

Alphabetic Principle: Spelling

(Core Phonics, Words their Way)

Developmental Stage of Spelling: Letter
Name Alphabetic

of Orthographic errors on spelling: 25%
of Phonologic errors on spelling: 75%

Alphabet Skills: 95%

Reading and Decoding: 95%

Spelling Skills: 10%

Writing CBM CWS: 12%iles

Parts of Speech: 0%
Subject/Predicate Identification: 0%
Sentence types : 0%
Sentence Identification: 0%
Syntax CLOZE: 0%

Writing Content:2

Writing Organization:2

Writing Style and Fluency: 1

Language Usage: 2

Grammar

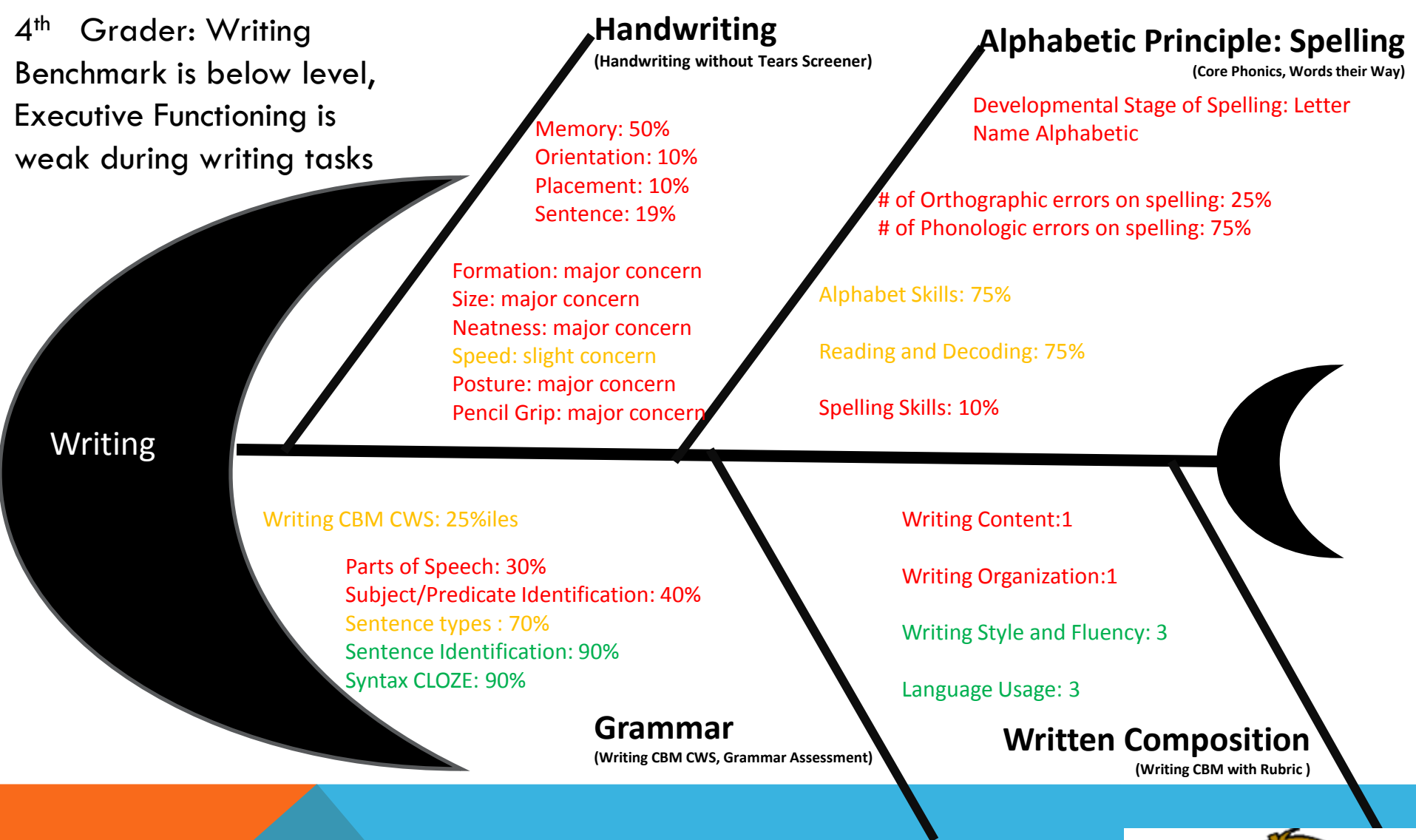
(Writing CBM CWS, Grammar Assessment)

Written Composition

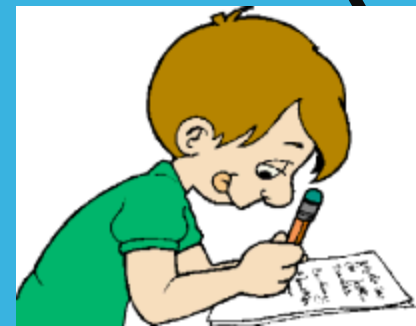
(Writing CBM with Rubric)

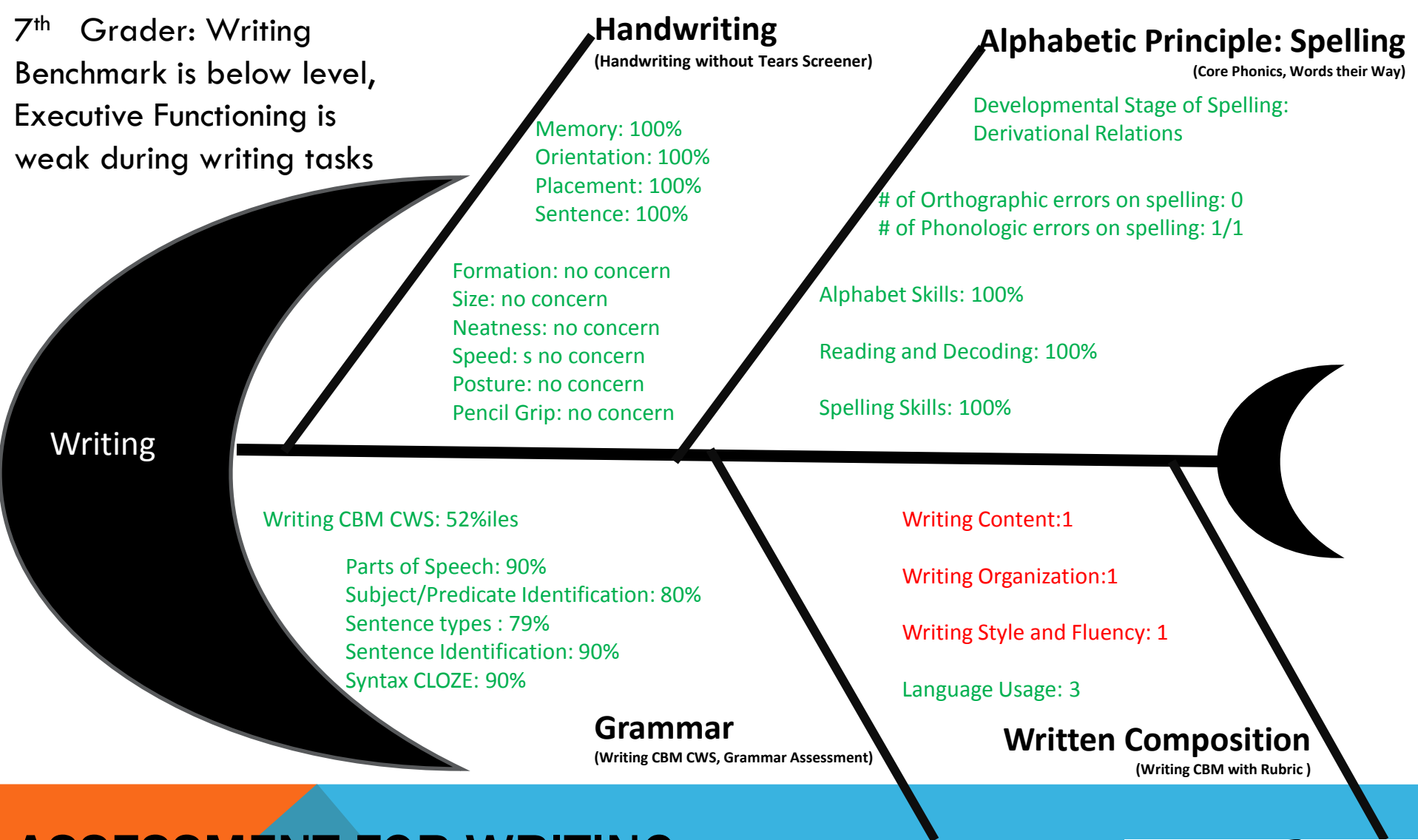
ASSESSMENT FOR WRITING



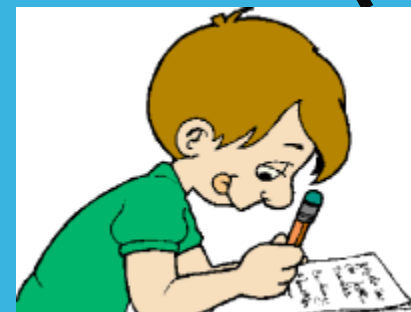


ASSESSMENT FOR WRITING





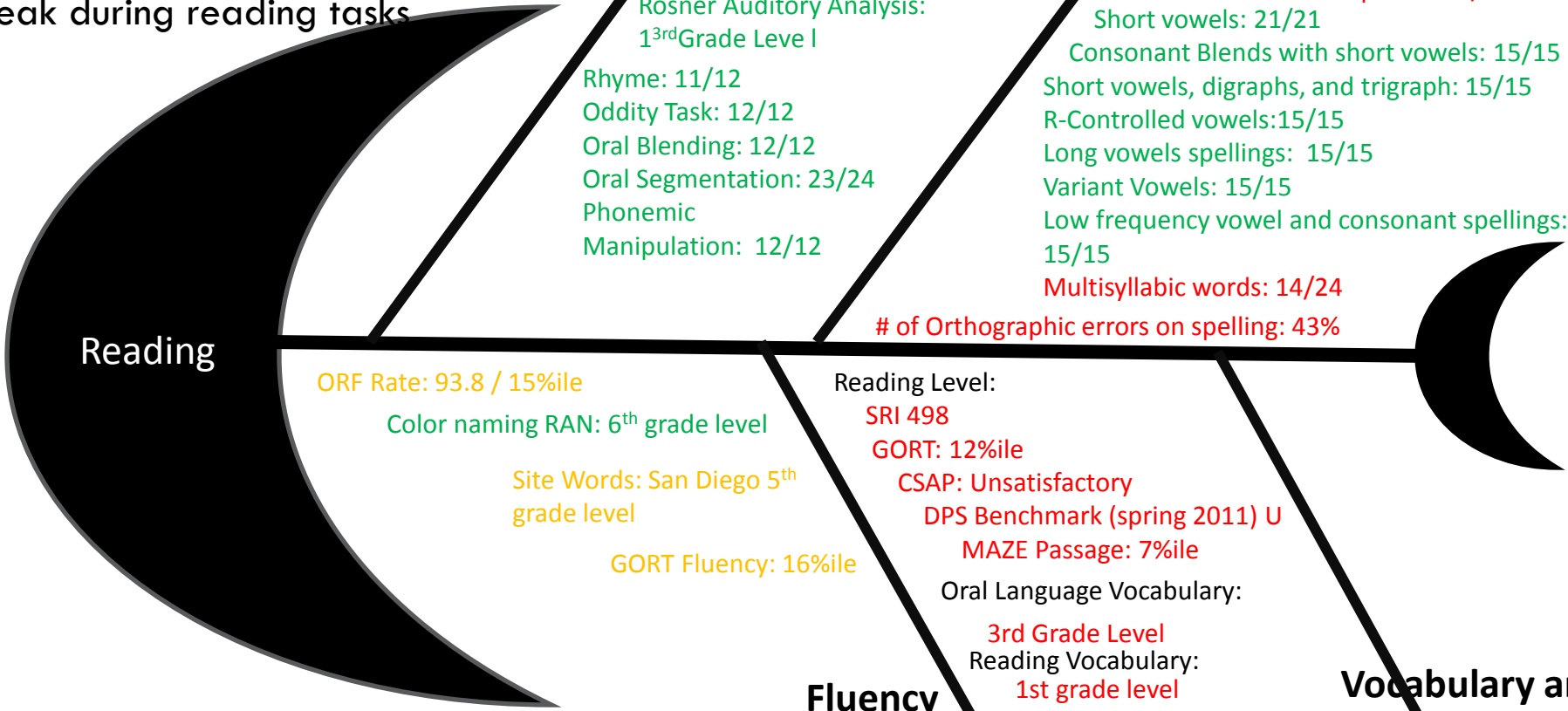
ASSESSMENT FOR WRITING



7th Grader: Reading
Benchmark is below level,
Executive Functioning is
weak during reading tasks

Phonological Awareness
(Blevins, Rosner and Words their Way)

Alphabetic Principle
(Core Phonics, Words their Way, LETRS Morphological Awareness)



ASSESSMENT FOR READING

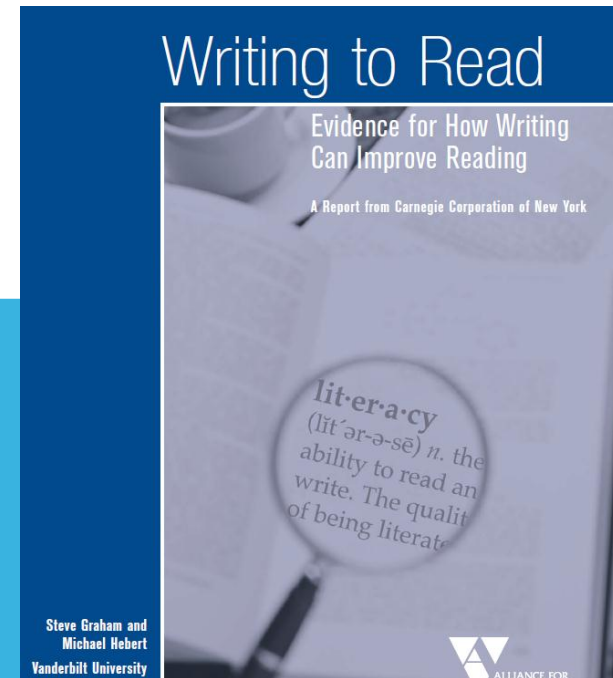


**HOW DO WE IMPLEMENT
SUTW AFTER DETERMINING IF
A STUDENT WOULD BENEFIT
FROM SUTW?**



IMPROVING READING COMPREHENSION

1. Have student write about the text they read (.40-.51)
 1. Respond to a Text in Writing (writing personal reactions, analyzing and interpreting the text) (.77)
 2. Write Summaries of a Text (.52)
 3. Write Notes about a Text (.47)
 4. Answer questions about a text in Writing or Create and Answer Written Questions about a Text (.27)
2. Teach students the writing skills and processes that go into creating text
 1. Teach the process of writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (.18 to .27)
 2. Teach Spelling and Sentence Construction Skills (.79)
 3. Teach Spelling Skills (.68)
3. Increase How much a student writes (.30)



EXAMPLES OF LESSONS FROM SUTW THAT ADDRESS WRITING ABOUT TEXT

FRAMED RESPONSES AND WRITING A SUMMARY



HAVE STUDENT WRITE ABOUT THE TEXT THEY READ (.40-.51)

Responding to Text (10 strategies)

Summarizing (5 strategies)

Asking and Answering Questions (4 strategies)

Using and Creating Bookmarks (4 strategies)

HAVE STUDENT WRITE ABOUT THE TEXT THEY READ (.40-.51)

Recognizing Text Structures (2 strategies)

Making Connections (2 strategies)

Marking the Text (4 strategies)

Taking Notes (9 strategies)

Making Inferences (3 strategies)

FICTION	Title: _____	
	Name: _____	Subject: _____
	Title: _____	
NEWS ITEM	Name: _____	
	Subject: _____	
MAGAZINE ARTICLE	Title: _____	
	“ _____ ” from _____	
	magazine gives a number of facts about _____	
	_____ . One _____	
	_____ . Another _____	
	_____ . A third _____	
	_____ . The most interesting	

	_____ .	

FRAMED RESPONSES

Roll Over Dracula: 'Vampire Cemetery' Found in Poland



null (null)

FRAMED RESPONSES

Name: _____ Subject: _____

NEWS ITEM	Title: _____
	The article, “ _____ ,” gives information
	about _____ . First, the
	article _____
	_____ . It also _____
	_____ . Finally, _____

FRAMED RESPONSES

Roll Over Dracula: 'Vampire Cemetery' found in Poland

Title: _____

This article, “ Roll Over Dracula: 'Vampire Cemetery' found in Poland ” gives

information about _____ the discovery of vampire graves on a construction site

in Poland. _____.

FRAMED RESPONSE

explains that construction workers building a road discovered 17 graves where the skulls were removed and placed between their knees or hands.

First the article _____

tells how archeologists explain that this was a type of burial that occurred when they believed that vampires actually existed. This type of burial would assure that they would not return from the grave.

It also _____

officials plan to study the skeletons to determine their age as well as check burial records from the 15th and 16th century to learn more about the supposed vampires.

Finally _____

FRAMED RESPONSE

Perquisite for good writing.

Research validated strategy.

State Standard: Students will read and understand a variety of materials- need to be able to summarize to understand



Increases engagement in reading

CSAP asks summarizing questions .

“When students can write a well-organized summary, it means they have mentally manipulated the information, understanding it, and are likely to remember and use it later: When students can summarize, they are ready for higher-order thinking skills such as making inference and analyzing what they read.”

SUMMARIZING STRATEGY

Step 1: Write a three part IVF topic sentence using the burrito fold

Step 2: Copy the complete topic sentence

Step 3: Create a fact outline

Step 4: Write a final summary paragraph using the fact outline

SUMMARIZING STRATEGY

Simple topic Sentence IVF

Identify the Item

- What is the text?
- What type of text is it?
- Who is the author?

Verb It!

ACTION WORD

Finish Thought

- What is the big idea?
- What is the big concept?
- What is the main idea?

SUMMARIZING STRATEGY



Write a 3 part summary sentence.

Identify the item.

Verb

Finish your thought.



Copy the sentence so it looks like a real sentence.



Write the facts.

-
-
-
-

SUMMARIZING STRATEGY



Write a 3 part summary sentence.

Identify the item.

Cinderella
fairytale

Brothers Grimm

Verb

describes

Finish your thought

how a girl's life goes
from rags to riches.



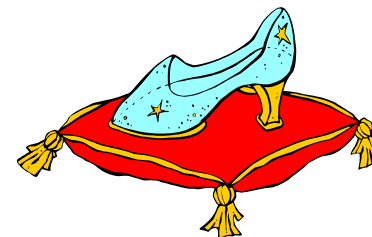
Copy the sentence so it looks like a real sentence.

The fairytale, *Cinderella*, by the Brothers Grimm, shows how a girl's
life goes from rags to riches.

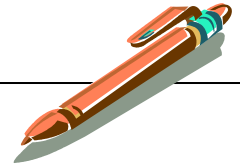


Write the facts.

- ☐ forced into chores
- ☐ fairy godmother
- ☐ dances with prince
- ☐ shoe fits
- ☐ marries prince



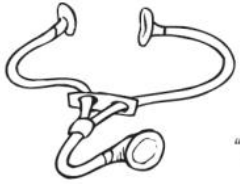
SUMMARIZING STRATEGY



CINDERELLA: A SUMMARY

- The fairytale, *Cinderella*, written by the Brothers Grimm, describes how a young girl's life goes from rags to riches. Cinderella spent much of each day performing chores for her mean stepmother and her two ugly stepsisters. A fairy godmother arrived and granted
- Cinderella's wish to attend the prince's ball. Dressed in a beautiful gown, Cinderella arrived at the ball and caught the attention of the prince. They danced much of the night, but when midnight came, Cinderella ran and lost her slipper. The prince searched the kingdom and found that Cinderella's foot fit in the slipper. To the
- surprise of the ugly stepsisters, the prince married Cinderella, and they spent the rest of their life living happily ever after.

Summary



"Adventures of a Country Doctor"

The *Reader's Digest* article "Adventures of a Country Doctor" explains how Dr. Richard Paris provides medical help to people in remote areas of Idaho. Dr. Paris lives in Hailery, Idaho, and works there with other doctors, including his wife. On a regular basis, however, he flies his Cessna 210 airplane to reach people who live on farms and ranches in Custer County, far away from any cities. Dr. Paris is the only doctor in all of Custer County, which is as big as the state of Connecticut. Dr. Paris takes care of the old and the young. He helps with many kinds of problems. He works to improve the health care for people in his area by giving them good care and making sure his clinics have the modern technology they need. Each year, medical students come to spend time with him, so they can learn how to help families who live in rural areas. Dr. Paris and his wife hope someday to go to other parts of the world to give medical care to those who do not have doctors.

Four-Step Summary Paragraph

Step 1 Write a topic sentence using the three-part topic sentence method (the burrito fold).

Identify the Item.	Select a Verb.	Finish Your Thought.

Step 2 Copy the sentence to look like a real sentence. Edit to fix spelling and capitalization errors.

Step 3 Create a fact outline. Make a short outline or list of the facts you will include in the summary.

—
—
—
—
—
—

Step 4 Use your fact outline to write the summary paragraph.

Step 1 Write a topic sentence using the three-part topic sentence method (the burrito fold).

Identify the Item.	Select a Verb.	Finish Your Thought.
<i>The Reader's Digest article "Adventures of a Country Doctor"</i>	<i>explains</i>	<i>how Dr. Richard Paris provides medical help to people in remote areas of Idaho.</i>

SUMMARIZING STRATEGY

Step 3 Create a fact outline. Make a short outline or list of the facts you will include in the summary.

- *Hailey, Idaho*
- *variety of patients*
- *patients of all ages*
- *improving health care*
- *medical students*
- *future plans*

SUMMARIZING STRATEGY

10TH GRADE SUMMARIZATION QUESTION

Write a summary of “The Baseball.” Support your answer with details from the passage.

The Baseball

"How old are you, Martin?" Martin glanced over at his father, who was in the driver's seat of the pick-up truck. Relieved, he saw the smile on his father's face—he was just asking for the fun of it.

"Come on, Dad, you know I'm fourteen," Martin saw the baseball field ahead, surrounded by orange groves. The sun hung heavy to the west of the scene. About 6:00 p.m. on a late March evening, Martin was anxious to stretch his legs around the diamond.

"Oh yeah, that's right—fourteen. How'd you get to be so old, boy?" Martin's father pulled onto the gravel road leading to the field. Driving with one arm, he let the other meet the fresh air rushing past the truck.

"Dad, fourteen is not that old," Martin replied.

"Fourteen isn't old! When I was your age . . ." his father said.

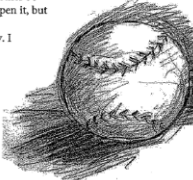
"I know, I know, I know, you were picking cotton, supporting your mother and sisters, walking uphill both ways to school," Martin saw many of his teammates were already warming up. They finally pulled to a stop. "How many times do I have to hear this story?"

"Well, there's a point, son. Just because you're fourteen doesn't mean you're at an age when you shouldn't be held accountable and responsible like I was back in the old days," grinning at Martin.

"Is that the end of the lecture, old man?" Martin asked impatiently. Agitated in his seat, he tapped his fingers rapidly against his knee. "I really got to get to practice."

"Just a minute," Martin's father put the truck in park. "You really got to slow down, boy. The team is going to be there in another 30 seconds." Martin put his hand on the door handle to open it, but before he could exit, his father reached across him and opened the glove compartment. "I found this yesterday. I want you to have it." He took out an old, yellowing baseball and handed it to Martin.

"Thanks, Dad. It's the treasure I've always dreamed of—a beat-up ball," Martin said sarcastically.



SUMMARIZING STRATEGY

Secondary
Level
Sample

Write a 3 part summary sentence.

Identify the item.

Verb

Finish your thought.

STEP 1:

The Baseball
Short Story
Responsibility

Is about

The story of a father/son and
baseball the son received just
before practice



STEP 2:

Copy the sentence so it looks like a real sentence.

The short story, “The Baseball”, is about a father/son relationship that revolves around a very special baseball.



STEP 3:

Write the facts.

- •Father drives the son to baseball practice and has a conversation about the sons age
- •Father gives an old baseball to the unappreciative son before practice
- •The son loses the baseball during practice
- •The father reveals the meaning of the baseball, thus teaching the son a lesson about responsibility


SUMMARIZING STRATEGY

Secondary
Level
Sample

The Baseball: A Summary

The short story, “The Baseball”, is about a father-son relationship that revolves around a special baseball. Just before dropping the son off at baseball practice the father gives him an old baseball. The son, already irritated by the conversation during the ride, takes the ball. He was confused by the gift. After practice the son, who was excited regarding news of possibly joining the junior varsity team, admitted that he lost the ball. The father revealed that the significance of the ball to his son who became sorry and worried. The two left to look for the ball. The son learned a lesson about responsibility.

SUMMARIZING STRATEGY



Secondary
Level
Sample

EXAMPLES OF LESSONS FROM SUTW TO ADDRESS WRITING PROCESS & CREATING TEXT

MASTERY SENTENCE, PARAGRAPH, NARRATIVE WRITING



IN ORDER TO MASTER SENTENCES CHILDREN MUST BE ABLE TO...

- 1. Tell the difference between a complete sentence and a fragmented sentence.**
- 2. Identify the different types of sentences.**
- 3. Identify the parts of speech, sentence, and rules of grammar.**
- 4. Play with language.**
- 5. Write for different audiences and purposes.**

MASTERING SENTENCES

GRAMMAR

Name: _____ Subject: _____
Date: _____ Period: _____

Parts of Speech

Noun	
Article	
Adjective	

Nouns

A noun is a word that names a person, place, thing, or idea.

(n.)

Adjectives

An adjective that describes modifies a noun or pronoun.

(adj.)

1. Common Adjectives	2. Proper Adjectives
small kind warm red	huge unkind Swiss (cheese) Chinese (food)

Verbs

A verb is a word that shows action or state of being.

(v.)

1. Action Verbs	2. State of Being Verbs
raced finished dis	swam is am were

Adverbs

An adverb that modifies a verb, adjective, or another adverb.

(adv.)

1. How?	2. When?	3. Where?
quickly	yesterday	there

Conjunctions

A conjunction is a word that connects other words, phrases, or sentences.

(conj.)

1. Coordinating	2. Subordinate	3. Correlative	4. Conjunctive
but or yet for and nor so	after although as long as as if because even if so that if since until when where while in order to	neither/nor both/and either/or not only/but also	as a result consequently in fact instead meanwhile nevertheless therefore otherwise next still

Prepositions

A preposition is a word that relates one word to another word in the sentence; prepositions are used in phrases.

(prep.)

Time	after lunch before the party until next week during the movie	Direction	up the hill around the block across the hill beyond the city limits	Location	near the house by the fence behind the door under the bed	Relationship	with her friend without my dog by himself between the lamps
	aboard about above according to across after against along with among around as for away from because before behind below beneath beside besides between beyond		but by despite down due to during for		onto out of outside over past round		

Pronouns

A pronoun is a word that takes the place of a noun.

(pron.)

Examples

[In the afternoon] Jody stopped by party store.

They gave the balloons [to the children].

Esther put the flowers [in the blue vase].

Participles

A participle is a verb that acts like an adjective. Participles modify nouns.

(part.)

Examples

Thrilled with their performance, the band members left the auditorium, ready to celebrate.

The baby, excited about his new shoes, tried to walk across the room.

My little sister Jasmine, worried about the math test, came into my room to ask for help.

Interrogative Pronouns

what
which
who
whom
whose

Indefinite Pronouns

nobody
no one
nothing
one
others

several
some
somebody
someone
something

Infinitives

An infinitive is the word to + a verb. Infinitives act like nouns, adjectives, or adverbs.

(inf.)

Examples

I am determined to win the race.

The children were asked to join the choir.

Uncle Al decided to build a shed in the backyard.

Reflexive Pronouns

asked himself which job he wanted.

myself
selves
himself
themselves

Gerunds

A gerund is a verb that acts like a noun.

(ger.)

Examples

Sewing is her hobby.

My grandparents enjoy dancing with their friends.

Studying for exams isn't much fun, but it is important.

Relative Pronouns

who
which
that
whom
whose

Name: _____ Date: _____

Complete Sentences

Fragments	Complete Sentences
Example 1	
• in the box	Meg hid the diary in the box by
• by her bed	her bed.
Example 2	
• because my friend	I read the book because my friend
told me about it	told me about it.
Example 3	
• eating cookies	Jane was eating cookies and
and drinking milk	drinking milk with her grandma.
• with her grandma	
Example 4	

MASTERING SENTENCES

**STUDENTS
PRACTICE
IDENTIFYING THE
DIFFERENCE
BETWEEN A
COMPLETE
SENTENCE AND A
FRAGMENTED
SENTENCE.**

FRAGMENT OR SENTENCE

Is there a subject?

because she ate too
much candy

Is there a
predicate?

we ate cake at the
birthday party


Is it a complete
thought?


MASTERING SENTENCES


Sentences and Fragments


Ideas for Themes



because she ate too much candy	F	
we ate cake at the birthday party	S	

Grandmother roasted a turkey	S	
some pumpkin pie	F	

everyone made Valentine sacks	S	
a candy box shaped like a heart	F	

when the grass turns green	F	
colorful tulips grow from bulbs	S	

MASTERING SENTENCES

LEARNING THE PARTS OF A SENTENCE

A sentence shares a complete thought.

	who	action	who
○	Our team	defeated	the state
			champions.
⌋			

MASTERING SENTENCES

ADVANCED: LEARNING THE PARTS OF A SENTENCE

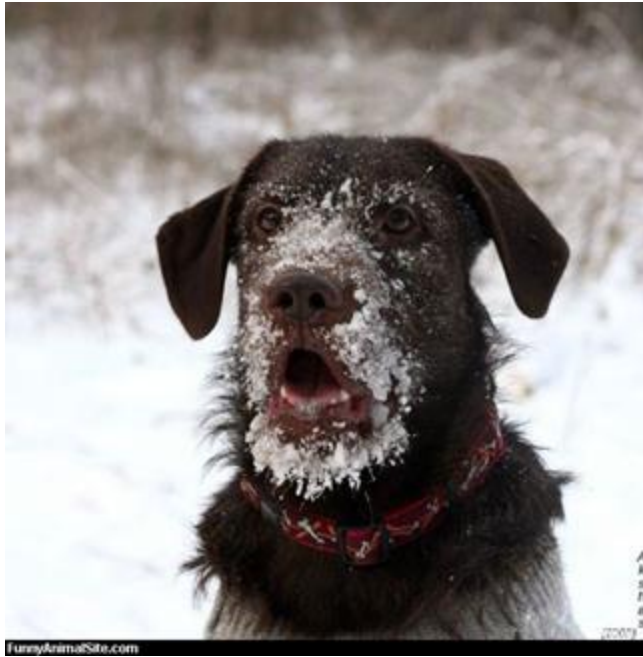
Who, What, Where, When, Action, How Sentences

← when → ← who → ← action → ← what → ← where → ← how →
1. Each morning my grandfather drinks coffee at a café with his two friends.

← how → ← who → ← action → ← what → ← when → ← where →
2. With his two friends, my grandfather drinks coffee each morning at a café.

MASTERING SENTENCES

PRACTICING SENTENCE WRITING



MASTERING SENTENCES

Better Sentences



(action verb)

(first try)

The band

played

a song.

(better sentence with descriptions)

**The talented
members of the
school band**

(action verb)

performed

**an upbeat jazz
song for
the school
assembly.**



Action Verb

First try

The dog

played

in the snow.

Better Sentence with descriptors



Action Verb

First try

The dog

played

in the snow.

Better Sentence with descriptors

The brown
dog

played
happily

in the chilly
snowy back
yard.

TOPIC SENTENCES...

- **State the subject**
- **Tell the reader what will be proved or explained**
- **Lead to Key/Star IDEAS**

MASTERING SENTENCES

LOOK FAMILIAR?

Hi, my name is _____ and I'm
going to tell you about....

This is about...

Here are . . .

**Better Options Through
Strategies**



MASTERING SENTENCES

THE BIG RULE

Do not use the following ever again:

There is

There are

Here is

Here are

There's or Here's



MASTERING SENTENCES

POWER/NUMBER TOPIC SENTENCES

My family has **three** pets.

My mom makes **several** meals that I love.

At lunch, we have **four** rules to follow.

I collect **three** categories of rocks.

Finding Nemo is my favorite movie for **two** major reasons.

MASTERING SENTENCES

POWER/NUMBER WORDS

Two

Various

Three

Numerous

Many

A variety of

Some

myriad of

A few

A plethora of

Plenty of

A cornucopia of

MASTERING SENTENCES

Power Number

The Great Dane
has **three**
reasons for
being so tired.



MASTERING SENTENCES

ACTION VERB

Action Verb Topic Sentences are **declarative statements** that use **STRONG verbs** (action words).

The Sound of Music **expanded** my knowledge of World War II.

Scientists **discovered** several new features of the sea.

The fifth grade class **admired** some of the famous paintings at the art exhibit.

MASTERING SENTENCES

Choose Strong Verbs

**Choose a verb.
Build a sentence.**

adore
amaze
appeal
capture
dazzle
excite
fascinate
giggle
inspire
tickle
unleash

MASTERING SENTENCES

Action Verb

The sleepy
Great Dane
discovered that
young children
can wear you
out.



MASTERING SENTENCES

OCCASION/ POSITION

Occasion

- ✓ **First part**
- ✓ **Introduces reason for writing**
- ✓ **Dependent clause**

Position

- ✓ **Second part**
- ✓ **States what will be proved or explained**
- ✓ **Independent clause**

MASTERING SENTENCES

OCCASION/POSITION (O/P)

Even though I enjoy watching many movies,
The Sound of Music is my favorite.

When the hero was locked in a maze, he found a
clever way to get out.

Whenever I want to relax, I read a good book.

Because our test scores are low, we're looking at a
new programs to spice up our writing instruction.

MASTERING SENTENCES

OCCASION/ POSITION

A two part sentence that begins with one of these words or phrases:

After
Although
As
As if
As long as

As soon as
Because
Before
Even
Even if

Even though
If
In order that
In order to
Since

So that
Though
Unless
Until
When

Whenever
Where
Wherever
Whether
While

Occasion Position

After a long day
of playing, this
Great Dane
crashed on the
sofa.



MASTERING SENTENCES

AND, BUT, SO, OR SENTENCES

Some people find it difficult to program a DVD player, but most will success if they just remember to follow these guidelines.

My grandmother likes to help others, so she volunteers at the hospital and my school.

MASTERING SENTENCES

And, But, So and Or

Great Danes
can be great
companions for
child, **but**
sometimes the
kids can ware
them out.



MASTERING SENTENCES

SIDE BY SIDE SENTENCES

REASON FOR WRITING

Simple Sentence

- A little stress may be good.
- Young children belong in car seats.

WHAT THE WRITER PLANS
TO PROVE OR EXPLAIN

Simple Sentence

- Too much is dangerous.
- The child's care seat belongs in the back of the car, not the front.

especially powerful if the goal
is to emphasize the position

MASTERING SENTENCES

Side by Side

Great Danes love
to play. They
need a long rest
after a long
afternoon in the
backyard with two
young children.



MASTERING SENTENCES

SEMICOLON SENTENCES

SENTENCE + (;) SENTENCE = A COMPLETE THOUGHT

A TYPE OF COMPOUND SENTENCE

The football team
deserves the state
championship;

the players and the
coach are talented
and dedicated.

Buying a new care is
exciting;

It's also stressful.

MASTERING SENTENCES

Semi Colon

Dogs need their
rest; especially
after a long
afternoon
playing with two
young children.



MASTERING SENTENCES

RHETORICAL QUESTIONS

QUESTION FOR
ATTENTION

What is your school
doing to improve
test scores?

How are community
centers meeting the
needs of teenager?

STATE THE MAIN IDEA

Our school has
purchased an
exciting new literacy
program

In our city, they offer
places to gather,
help with homework,
and provide
scholarships for
summer camp.



MASTERING SENTENCES

Rhetorical Question

How do you
wear out a dog?
All you need is
two young
children, a large
backyard and
many toys.



MASTERING SENTENCES

TO PLUS; USE AN INFINITIVE

to succeed
to accomplish
to finish
to win

An infinitive is a verb proceeded by the word 'to'

- To win at chess, players need to master three skills.
- To impress her guests at our New Year's dinner, my aunt created the most incredible culinary surprises.

MASTERING SENTENCES

To Plus; Infinitive

To tire a Great Dane, you need two children and a beautiful afternoon.



MASTERING SENTENCES

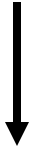
OTHER TYPE OF SENTENCES

Type	Example
Where or When + What's Happening	In drama class we learned several ways to project our voices.
However Statement	The new rules for school cafeteria seemed unfair to the students; however, the rules have made the cafeteria a better place to eat.
A Few Good Prepositions	Without my computer, my life would be a disaster.
Two Nouns and Two Commas	Deckers, a small town nestled in the Colorado Rockies, is a fishing haven for serious anglers.
Compare/Contrast Statements	My pet dog and my best friend's pet dog are very different.
Quotations in Sentence	Although I usually appreciate the advise I received from my grandmother, I wish that she would follow the adviser of Horace: "Whatever advise you give, be short."

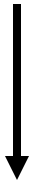
MASTERING SENTENCES

Giving Information: Expository

INTRODUCTION



BODY



CONCLUSION

Lead
Topic Sentence
Thesis Statement

Key/Star Ideas
Transitions
Elaborations

Restatement
Summarization
Encourage/Challenge

Telling a Story: Narrative

BEGINNING



MIDDLE



END

Setting
Character Development

Plot
Events
Conflict
Problem
Climax

Solution

TEXT STRUCTURE

THINK ABOUT COLORS

Expository

INTRODUCTION



BODY



CONCLUSION



Narrative

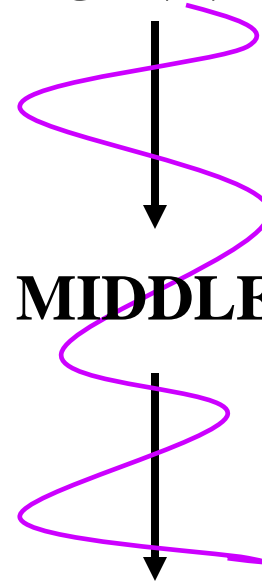
BEGINNING



MIDDLE

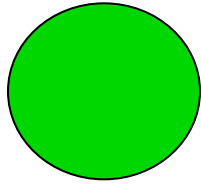


END



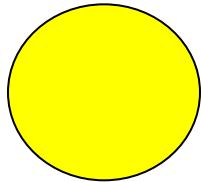
TEXT STRUCTURE

TRAFFIC LIGHT ORGANIZATION



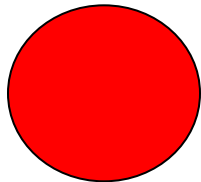
GO!

Write a topic sentence.



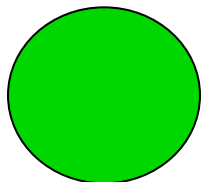
SLOW DOWN!

Give a reason, detail, or fact.
Include a transition.



STOP!

Explain. Give an example.



GO BACK!

Remind the reader of
your topic.

TEXT STRUCTURE

COLORS IN ACTION

Enjoying the Music

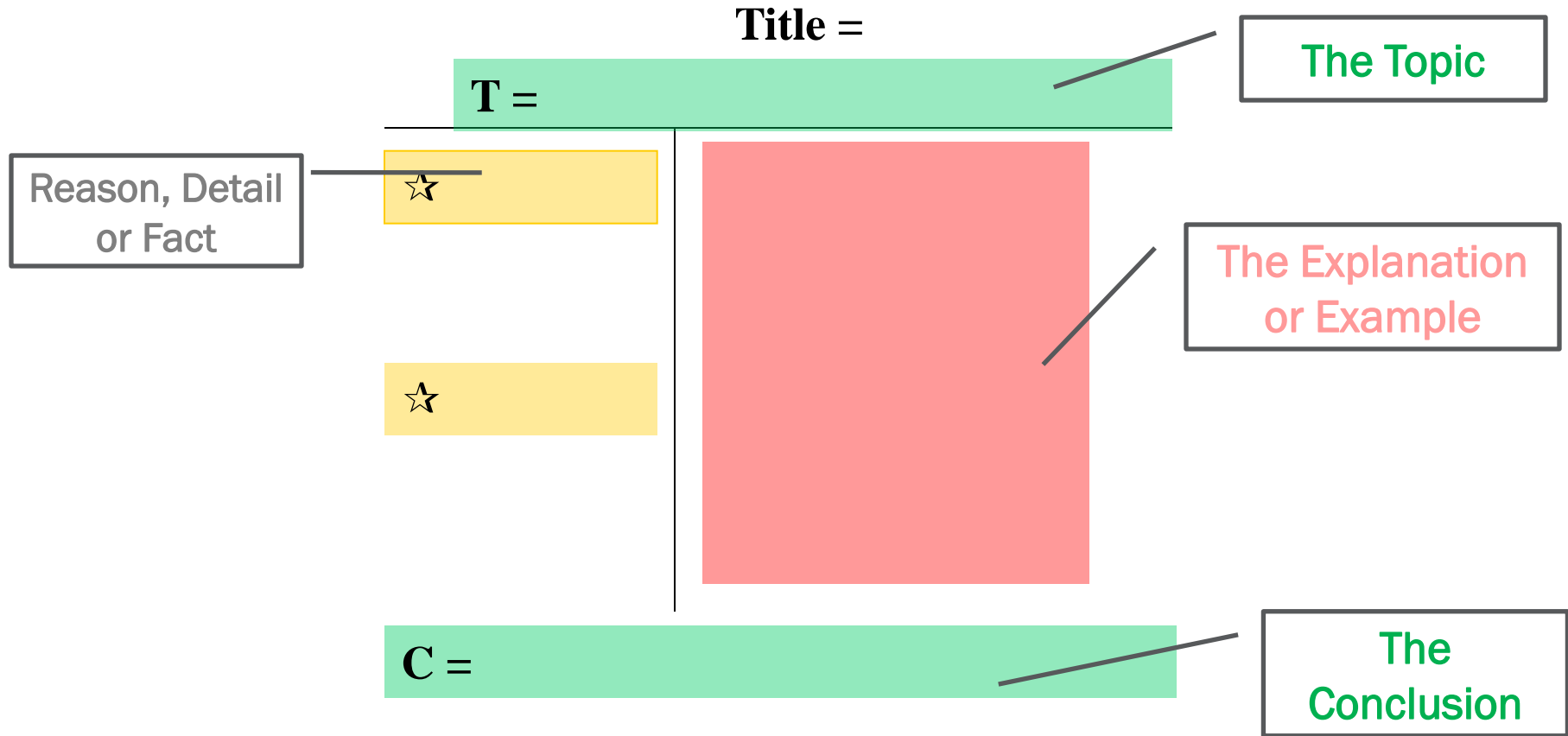


Yesterday we had the best assembly ever. We listened to a band.

First, we liked the way the music filled the room. We really liked the way the music got loud and fast. Another part we liked was learning the names of the instruments. We learned that the drums keep the beat. My friends and I hope we will get to hear the band again soon.

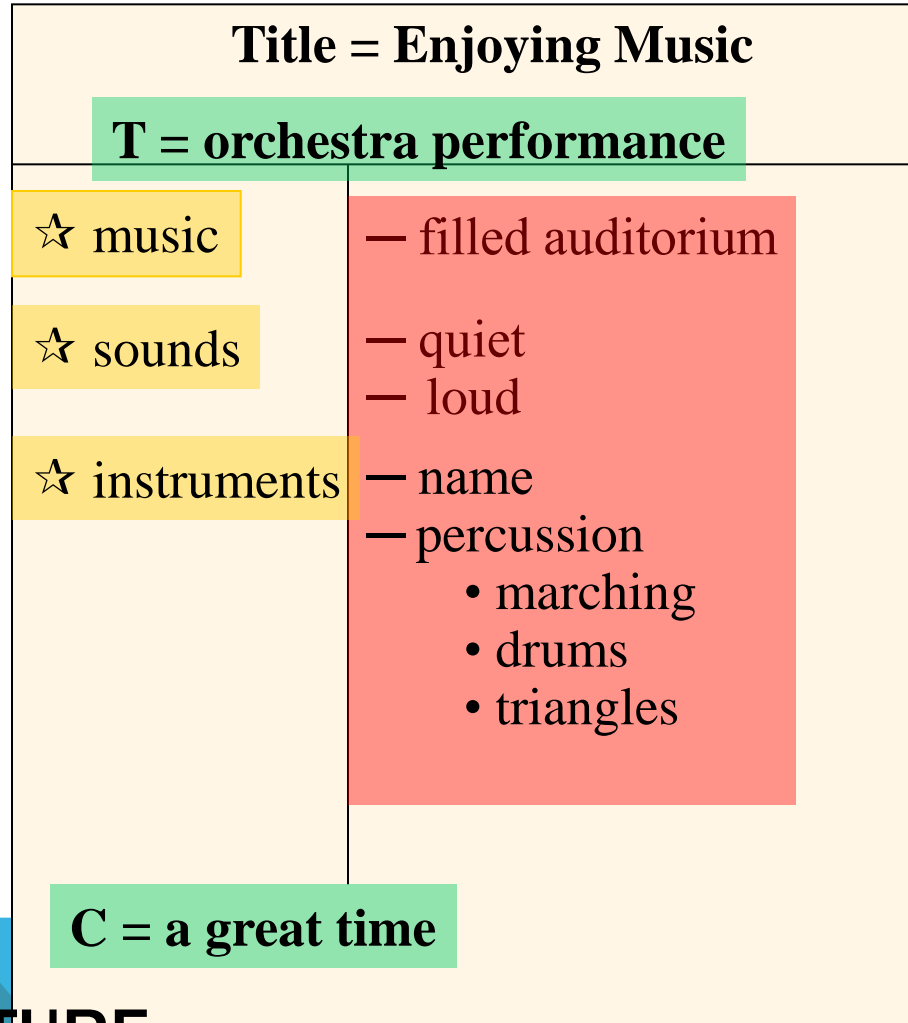
TEXT STRUCTURE

COLOR-CODING & INFORMAL OUTLINES



TEXT STRUCTURE

COLOR-CODING & INFORMAL OUTLINES



TEXT STRUCTURE

COLORS IN ACTION

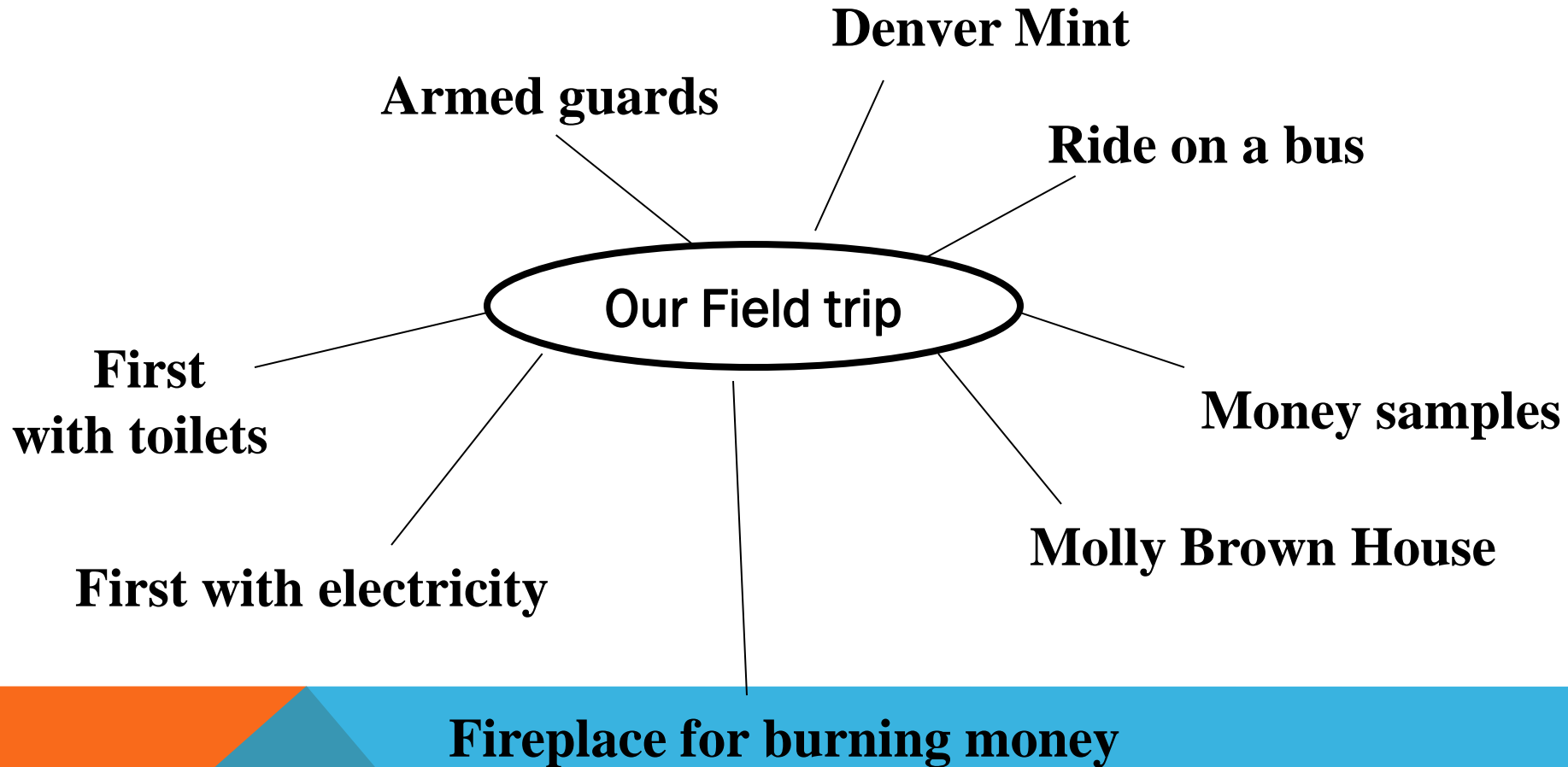
Enjoying the Music

The orchestra performance yesterday was the best assembly ever. My friends and I liked the way the music filled the auditorium. It seemed like sounds came from all directions – the sides, the front, and the back of the room. We also liked the different sounds. At times everyone had to be very quiet so we could hear. Then the music would get loud and fast. It sounded like bees invading the school.

Another part of the assembly that we all enjoyed was learning about the instruments. I have seen them before, but I did not know their names. Now I know that the percussion instruments keep the beat. That is why we can hear them when a band is marching. Drums, bells, and triangles belong in the percussion section. My friends and I hope we will get to hear the orchestra again soon.

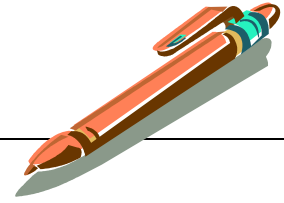
TEXT STRUCTURE

One Example



TEXT STRUCTURE

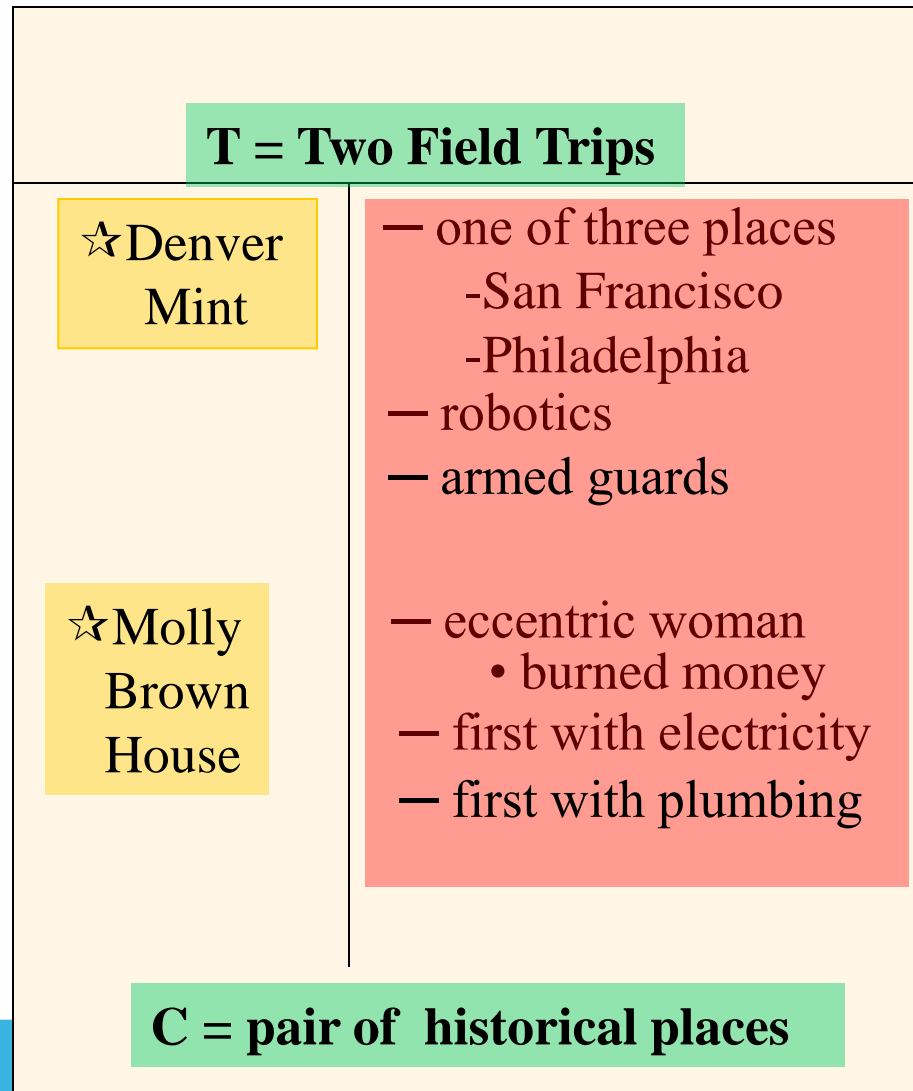
Good ideas but no organization



Dear Teacher,

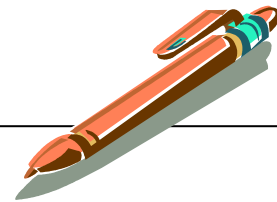
- This is about my field trips. Let's go to the
- Denver Mint. We can ride the bus. I heard they give out free samples. Ha ha. And then there's the Molly Brown House. She was unsinkable, you know. Rumor has it she burned money in her fireplace. Her house had electricity. Her house had indoor plumbing. Oh yeah, I forgot to mention the Mint has armed guards.
 - Thanks for reading my letter on field trips.
- Didja like it? The End

INFORMAL OUTLINES



TEXT STRUCTURE

Good ideas and great organization!



To Whom It May Concern,

Although there are many places worthy of recommending for two field trips, I'd like to suggest visiting The Denver Mint and the Molly Brown House.

The Denver Mint is one of only three places in our country where money is made. The others are San Francisco and Philadelphia. It's a place to witness robotics in action, as that's how the money is made nowadays. There's heavily armed guards watching every step you take. Here's a word to the wise: don't grab a free sample! You might find yourself in trouble! Another place I'd recommend is the Molly Brown House. She was quite eccentric. Rumor has it she used to burn money in her fireplace! Her house was the first in Denver to have electricity installed. It was also the first to have indoor plumbing. The original toilet is still there. For an extra \$1 you can pee in it, just like Molly used to. Just kidding. Obviously, this pair of historical locations should be highly considered when thinking about two possible places.

Sincerely,

6TH GRADE PROMPT

There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what is most important to you in a friendship.

TEXT STRUCTURE

Intermediate
Level
Sample



Prompt: There are many ways to be a friend to someone. Write a well-developed paragraph in which you explain what it most important to you in a friendship.

T = to be a friend	
★ talk listen (for instance)	<div>— -Share stories</div> <div>— -Support when sad</div>
★ help (as well as)	<div>— -Do homework together</div> <div>— -Make soup when sick</div>
C= you can be a good buddy	

TEXT STRUCTURE

Intermediate
Level
Sample

If you want to become a better friend, I suggest you work on these characteristics. For instance, a friend is a good listener. Good friends talk about their problems like fights you had with your parents or cute boys you would like to date. When your friend is sad you can listen to their story and hopefully comfort them. As well as listening, good friends help each other. I like to do math homework with friends. I am good at math and can offer lots of help. I also like to cook soup for my friends when they are sick. By listening and helping you can be a good buddy.

TEXT STRUCTURE

Intermediate
Level
Sample

Creating a Story/Narrative

6 Steps to Writing a Story

TEXT STRUCTURE

Step 1 Working Title	<ul style="list-style-type: none">• The working title helps you stay focused on your topic and purpose.• Use this title while you write the draft. Improve it later.• During a test your title shows that you have read and understand the prompt—the directions.
Step 2 Quick Sketch	<ul style="list-style-type: none">• A quick sketch lets you practice your story.• This is not an art assignment; the sketches help you picture the story to make sure that you have a beginning, middle, and end.• Sketch the events as quickly as you can with details that will help you when you write.• Use it to help you pick a setting, create characters, present a conflict, and plan for an ending.
Step 3 Quick Notes	<ul style="list-style-type: none">• Jot words and phrases (descriptions, action verbs, details, places, names, feelings, time, weather, and so on.) by all dashes.• This is a second rehearsal; the notes will be helpful when you write; the notes will help you write the story quickly.
Step 4 Interesting Beginning	<ul style="list-style-type: none">• Use a strategy for beginning your story; a strategy saves time and improves your work.• Try the Where, When, Action, Character, Comment, or Dialogue strategies.• Try several then pick your best “beginning” sentence.
Step 5 Story Transitions	<ul style="list-style-type: none">• Transitions let your reader know that the scene or the action is changing; they are tools for developing your story.• Transitions often show the start of a new paragraph—a new time or a new place. They are sometimes called signal words.• Make them smooth and interesting; use them to bring events and characters to life.
Step 6 Memorable Ending	<ul style="list-style-type: none">• Make sure the reader knows the purpose or point of your story.• Do not use “The End.” Give your readers a reason to think about the story or a reason to remember a character.• Let the ending share a feeling with your reader.

The Quick Sketch and Notes Method

Steps 2 and 3

Beginning

- ^{dog} Captain - Janelle
- Beach
- After-school

middle

- Go to beach
- Find bottle with map
- Captain starts talking
- go home and packed
- go through a forest of lions
- down land

Ending

- go through a jungle
- Cappy gets lost
- Find treasure

Step Up to Writing page 6-5

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TEXT STRUCTURE

Interesting Beginnings

Step 4

I dropped all
the books and
then looked up
at the librarian.

The farmer
who lived far
out on County
Road 9 ...

Beneath our
front porch ...

“What’s the
problem ?”
his little
brother
asked.

It was July
when...

What do you
think? Should I
just give up?

One day I found a
strange box beneath
our front porch ...

The rock star
had overcome
great
adversities in
her life...

He had recently
immigrated to
the United
States...

She never
seemed to fit in
anywhere she
went...

Where

When

Action

Character

Comment

Dialogue

Story Transitions

Step 4

Help writers develop a story.

Are used to **indicate** a change of time or place and **show** the sequence of events .

Often **start** paragraphs, but are not needed at every paragraph.

Can be called “connectors” or signal words.

Are **different** from transitions for expository transitions.

Can be found in lots of stories.

TEXT STRUCTURE

Find the Story/Narrative Transitions

Step 4

The Day My Voice Fell Out

Last week as I walked down the street happy as can be, a cat ran by. I didn't see it. A butterfly flitted around. I didn't see it. I was busy thinking about what I was going to do at the park when I got there. I was too busy to notice the crack in the sidewalk until, BAM! I tripped over it.

I landed hard.

When I fell, something was knocked out of my mouth. It was my voice! Quickly, I tried to grab it, but it went slithering away. It seemed happy to be free. It jabbered and sang and yelled as it slithered away.

I tried to yell for help but no sound came out of my mouth. The policeman on the corner didn't even look my way. The woman pushing the stroller just kept right on going.

So I ran after my voice. I noticed it was headed to the park, just like me.

As it slithered on, it talked to everything it passed by. It passed a beetle then an ant and even a squirrel.

All the while I ran behind it, trying to catch up. It sure was a fast-talking, fast-moving little guy.

Finally, I got a lucky break.

Just as it turned to yak at a leaf on the sidewalk, it tripped on a crack. I rushed up and grabbed my voice and shoved it in my mouth, lickety-split.

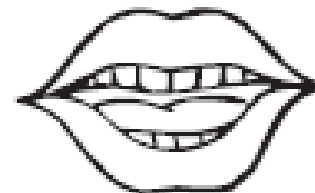
"You should watch where you are going," I said to my voice as I headed to the monkey bars.

And then a big, happy grin returned to my face.

Story

Transitions

TEXT STRUCTURE



Memorable Endings

Step 6

From then on the mouse stayed on his side of the castle kitchen.

The rain kept pouring, but everyone grabbed a seat inside the barn, the picnic was still a success.

Back at the park, Hector realized he should not have taken such a big risk.

Peter was angry. He was foiled again.

Note a
Feeling

Remember a
Character

Think about the
story

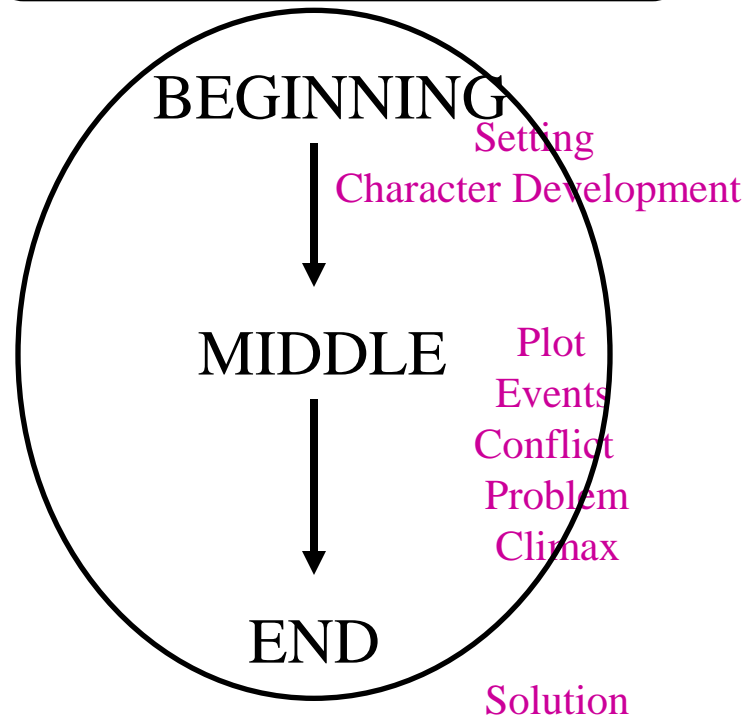
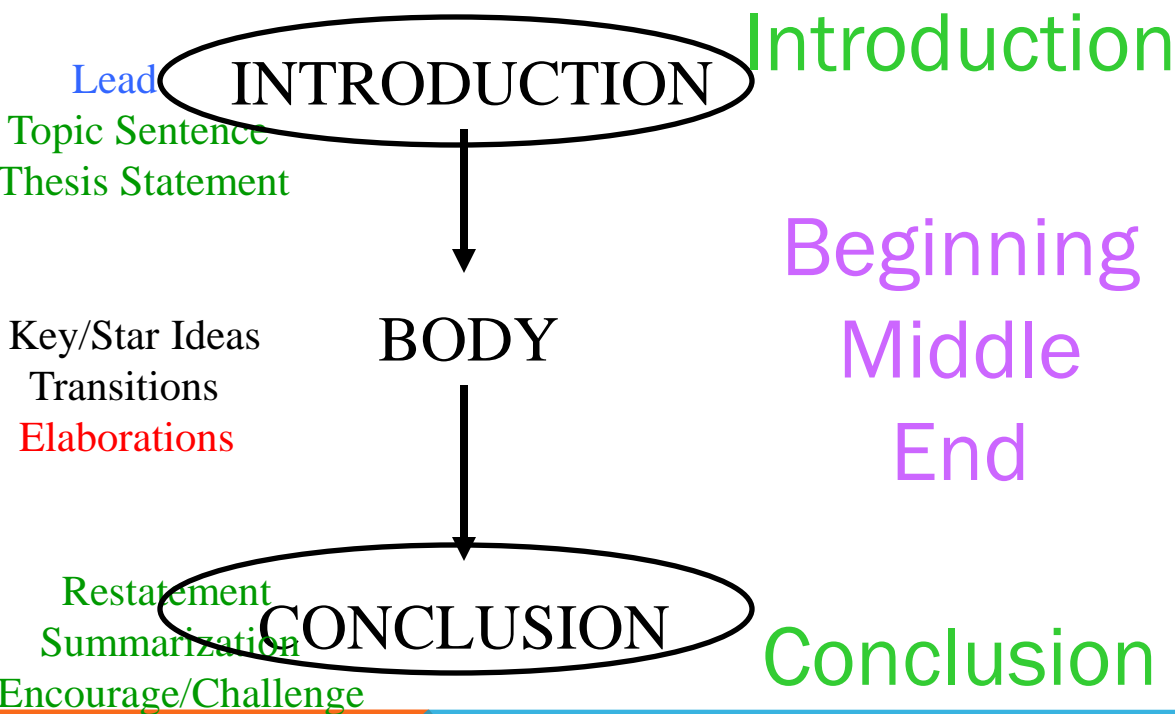
Get to the
point

TEXT STRUCTURE

A PERSONAL NARRATIVE COMBINES...

Giving Information:
Expository

Telling a Story:
Narrative



TEXT STRUCTURE

INCREASING THE AMOUNT OF WRITING

HOW STUW ADDRESS STAMINIA ...



**WITH A PARTNER, ANSWER THE
FOLLOWING QUESTIONS?**

What is SUTW?

**Who will benefit from
SUTW?**

**How do you use
SUTW?**

